

**Nubia Roman**

**Grade K- ELLs**

The lesson that I will do with my kindergarten ELL students will be to provide a scaffolding understanding of why and how important it is to sustain life in a pond by not polluting the system. The lesson is align with the common core in which they will understand that environmental challenges can affect living species' ability to survive and thrive. In addition the lesson is align with ReadyGen. Unit 1 Module B Dig Deeply into Complex Text. The Big ideas are home and Environment. Students will be engaged in the learning process by observing and having discussion of their observations and conclude with a discussion of their knowledge obtained and their opinions.

**Standards:**

R.K.1 Common Core Reading Standards for Informational Text Key Ideas and Details.

Students will ask and answer questions about key details in a text.

**W.K.1 Common Core Writing Standards:**

Students will use a combination of drawing , dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

**Danielson Competencies:**

**3b. Using Questioning and Discussion Technique**

**3c. Engaging Students in learning**

**Science Standard # 7**

Students will apply the knowledge and thinking skills of science to address real life problems and make informed decisions.

Title: Why is it important to maintain our ponds free of pollutants?

LO: Students will compare and contrast healthy life in a pond and understand the impact it causes on the environment.

Vocabulary: pond, pollution, shallow, dive, float, bloom

Materials: Read Aloud Book : Life in a Pond-Informational Text

plastic containers

water

soil

plastic insects

paper, string, plastic, soil

Procedure:

First, I will introduce the vocabulary words: pond, shallow, pollution, insects, I will have pictures of the words and have them repeat the words to make sure they are correctly saying it. Then I will proceed to explain that in our lesson for today we will be listening to a book that will explain pond life. I will then explain that we will be learning the importance of maintaining this ecosystem free from pollutants.

I will read the book aloud Life in a Pond. While reading the book I will stop to ask the following questions.

**Name some animals that live in the pond?**

**How do fish breathe in the water?**

**Where do ducks look for food?**

**How do ducks look underwater for food?**

**What is something that both ducks and fish do in a pond?**

**How do you think animals in pond will react with items like string, plastic, rubber bands, paper in their water?**

**What do you think might happen?**

**Why is it important to keep ponds free of pollutants?**

Next:

I will show the class two containers that show a clean plastic container and I will tell them that a pond might look like this. It will have insects, plants, a little murky and one that is murky and has pollutants like plastic, paper, strings, I will have them observe and then have them think pair share and then let them lead the discussion.

Then I will have students draw a picture of a clean pond and a polluted pond in their ESL notebook . I will then have them write or draw facts of what they learned. Also they will write an opinion of how /why we should protect ponds. If they are unable to write I will go around and question their understanding and I will write on post its of what they say.

**Engaging Students in Learning:**

Students will think pair share (TP S) Accountable Talk

Question: Why is it important to not pollute the ponds?

Students will need to provide evidence that shows the understanding that pond animals need an ecosystem that provides their basic needs and that pollution will harm their existence.

End: My lesson will conclude by students coming up as a group to explain to the class of what they learned. I will have a chart in which they will come up with post its and draw or write pictures of how they think the animals might look in a clean pond and a polluted pond.

Homework: I will assign students to either draw a picture of a pond and label the different animals that live in the pond. By doing this activity I will once again be able to assess their learning.

Assessment: I will assess my students by observation and also by their homework assignments as well by their questions they ask.

Differentiation: Different worksheets will be given to students based on their language development. Some worksheets will have pictures that they can cut out and label the animals that live in the pond and and I will have them draw a pond of how the animals might look in a clean pond and one in which the animals might look in a polluted pond.

Rubric : Students will be asked to use their rubric to ensure that they have completed the task.

